United Nations A/67/207

General Assembly

Distr.: General
30 July 2012

Original: English

Sixty-seventh session
Item 17 of the provisional agenda*
Information and communication technologies for development

Communication for development programmes in the United Nations system

Note by the Secretary-General

The Secretary-General hereby transmits the report of the Director-General of the United Nations Educational, Scientific and Cultural Organization, submitted in accordance with General Assembly resolution 50/130.

* A/67/150.

12-44567 (E) 220812

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Report of the Director-General of the United Nations Educational, Scientific and Cultural Organization on the implementation of General Assembly resolution 50/130, including the recommendations of the Twelfth United Nations Inter-Agency Round Table on Communication for Development

Summary

In its resolution 50/130, the General Assembly recognized the important role of communication for development programmes in the United Nations system in enhancing the transparency of system-wide coordination within the United Nations system, and also recognized the need further to facilitate Inter-Agency cooperation and to maximize the impact of the development programmes. The United Nations Inter-Agency Round Table on Communication for Development has provided a mechanism for sharing experiences and elaborating joint activities among United Nations system organizations and with United Nations country teams. Policy coherence, capacity-building, and monitoring and evaluation support the core value of sustainable communication in development interventions.

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I. Introduction

1. The present report is prepared by the United Nations Educational, Scientific and Cultural Organization (UNESCO) and is being submitted to the General Assembly at its sixty-seventh session pursuant to resolution 50/130, in which the Assembly recognized the important role of communication for development programmes in the United Nations system and the need further to facilitate inter-agency cooperation and to maximize the impact of the development programmes. The report contains contributions from the Food and Agriculture Organization of the United Nations (FAO), the International Telecommunication Union (ITU), the United Nations Development Programme (UNDP), the United Nations Capital Development Fund, the Economic and Social Commission for Asia and the Pacific (ESCAP), UNESCO, the United Nations Children's Fund (UNICEF), the United Nations Office on Drugs and Crime (UNODC) and the World Bank.

2. In resolution 51/172, the General Assembly stressed the need to support two-way communication systems that enable dialogue and that allow communities to speak out, express their aspirations and concerns, and participate in the decisions that relate to their development.

3. In the same resolution, the General Assembly recognized the relevance for concerned actors, policymakers and decision makers to attribute increased importance to communication for development and encouraged them to include it as an integral component in the development of projects and programmes.

4. UNESCO coordinates the United Nations Inter-Agency Round Table on Communication for Development, which is held biennially and hosted on a voluntary and revolving basis by United Nations system organizations. The Twelfth Round Table was hosted by UNICEF in New Delhi from 14 to 17 November 2011.

5. The present report summarizes the follow-up to the recommendations of the Eleventh Round Table, the proceedings and conclusions of the Twelfth Round Table and the overall engagement of the United Nations system in the area of communication for development.

II. Follow-up to the recommendations of the Eleventh United Nations Inter-Agency Round Table on Communication for Development

6. The two overarching recommendations of the Eleventh Round Table, held in Washington, D.C., from 11 to 13 March 2009, were: to institutionally position communication for development within the United Nations system and to strengthen monitoring and evaluation in communication for development interventions. The activities of the members of the core working group established to follow up the recommendations are set out below. The core working group included the Joint United Nations Programme on HIV/AIDS (UNAIDS), UNESCO, UNICEF, the International Labour Organization (ILO), FAO and the World Health Organization (WHO) and was coordinated by UNDP.

7. FAO organized an expert consultation, which was held in Rome in September 2011, on the theme "Communication for development: meeting today's agriculture and rural development challenges", to maximize the impact of communication for

development in agriculture and rural development and to position the practice as an organizational strategic focus. The consultation was organized in collaboration with the Technical Centre for Agricultural and Rural Cooperation, the International Fund for Agricultural Development (IFAD), and the International Institute for Communication and Development. The participants concurred that FAO should take a leading role in mainstreaming communication for development in the rural development agenda and develop a relevant strategy for the organization. They adopted four recommendations, as follows: (a) to include communication for development in the vision, policy and strategic frameworks of international rural development organizations and national institutions; (b) to make communication for development relevant and compelling to key audiences; (c) to establish a multi-institutional alliance to promote and practice communication for development principles in respect of innovative agricultural systems at the country level; and (d) to facilitate national communication for development networks connecting theory, research and practice, and in improving programme standards.

8. The communication for empowerment initiative of UNDP reviewed media contexts at the national level; assessed the information and communication needs of marginalized and vulnerable groups and invited those groups to participate in decision-making processes. The findings were published in the *Communication for Empowerment: Global Report, 2010*, and underlined, inter alia, the relevance of radio for marginalized and vulnerable groups; differential access by men and women to the media; the increasing significance of mobile telephony; and the importance of legal and regulatory media environments in reducing information and communication gaps.

9. UNESCO supported pilot communication for development round tables in Ecuador, the Philippines and Uganda. They were coordinated by academic institutions in consultation with United Nations country teams, line ministries and other relevant stakeholders and were guided by a series of background papers. The five broad categories that define UNESCO media development indicators were used to support ideas and improve understanding about media landscapes and their connection to communication needs in the context of democratic development. The results of the respective round tables are set out below.

10. In respect of Ecuador, the round table addressed the concept of communication for development in terms of indigenous cultures. Participants debated the national indigenous development plan on "living well" and underlined the need for constitutional action to translate relevant principles into practice. The participants were not familiar with the term "communication for development", and expressed instead the desire to support indigenous practices that promote participation as the core of people-centred development.

11. Referenced in the United Nations Development Assistance Framework (2012-2018) for the Philippines, communication for development is described as a strategy to enhance effective claimholder participation, advocate for and create an enabling policy environment and enable people-centric development. It underlines that a free, independent and pluralistic media is a prerequisite for an enabling communication for development environment. The round table was organized and implemented in collaboration with the Asia Institute of Journalism and Communication.

12. The recommendations for Uganda emphasized the need for a national media assessment and a relevant strategy that would lead to the creation of a national communication for development policy. A working group was formed by Makerere

University, the round table host and organizer, to mobilize required resources. The 2012 UNESCO International Programme for the Development of Communication approved the University of Makerere proposal and granted seed funding for a national media assessment.

13. UNESCO conducted communication for development gap assessments in 2008-2010 in Rwanda, the United Republic of Tanzania and Uruguay. The United Nations country team in Rwanda and the line ministries highlighted the communication for development concept in public relations efforts and took independent capacity-building measures. The United Nations country team in the United Republic of Tanzania allocated resources to support the UNESCO community radio initiative in Zanzibar as a priority intervention. In Uruguay, civil society and academia participated in organizing a conference on communication for development, social change and participation, which was held in Montevideo in October 2010.

14. UNICEF took the lead in developing a resource pack on research, monitoring and evaluation of communication for development programmes.[1] The resource pack was produced in consultation with a United Nations panel of communication for development specialists, including from UNESCO, UNDP, FAO, the International Labour Organization (ILO), the United Nations Population Fund (UNFPA), WHO and the World Bank, as well as a 15-member international expert group. It will serve as a basis for an inter-agency proposal to further the development of research, monitoring and evaluation of communication for development in the United Nations system.

15. A knowledge management platform initiative was created to bring together the experiences of United Nations agencies and academia in fostering collaboration between ILO/International Trade Centre (ITC) and UNICEF; UNICEF and Ohio University (United States of America); FAO and Los Baños University (Philippines). Such efforts support agencies in continuing to build upon lessons learned to fulfil their respective and common learning needs and to increase communication for development benefits in field-based operations.

16. The core working group compiled communication for development case studies and evidence of United Nations practice in that area and prepared an advocacy booklet entitled "Communication for development: strengthening the effectiveness of the United Nations". The booklet is available on various websites and the Internet and is a primary resource for creating further understanding about communication for development in the United Nations system.

17. Voluntary United Nations inter-agency learning initiatives were also carried out by ILO, UNDP, UNESCO, UNICEF and the Department of Public Information of the Secretariat, in collaboration with United Nations communication working groups in Almaty, Geneva, Moscow, New Delhi, Maldives and Haiti. A number of the initiatives included workshops on shared experiences to distinguish the difference between communications for development practices and public relations efforts. Others offered specific communication for development methods and approaches currently being applied in the United Nations system.

[1] June Lennie and Jo Tacchi, "Researching, monitoring and evaluating communication for development", United Nations Inter-agency Resource Pack on Research, Monitoring and Evaluation in Communication for Development (New York, UNICEF, February 2011).

III. Twelfth United Nations Inter-Agency Round Table on Communication for Development

18. The theme of the Twelfth United Nations Inter-Agency Round Table on Communication for Development was "The role of communication for development in empowering adolescent girls", which was inspired by the March 2010 United Nations joint statement issued by ILO, UNESCO, UNFPA, UNICEF, the United Nations Entity for Gender Equality and the Empowerment of Women (UN-Women) and WHO, entitled "Accelerating efforts to advance the rights of adolescent girls".

19. The event was attended by around 100 representatives of over 20 civil society organizations, United Nations system organizations (for example, FAO, ITC, UNDP, UNESCO, UNFPA, United Nations Agency for Human Settlements (UN-Habitat), UNICEF, UN-Women and WHO), the United Nations Information Centre in New Delhi, the United Nations Millennium Campaign, Government and non-governmental organizations, and donor communities. UN-Women, UN-Habitat and UNODC were first-time participants.

20. The objective of the meeting was to examine and demonstrate the potential of communication for development principles and practice in enhancing and accelerating United Nations programming efforts to advance the rights of adolescent girls and communities. Emphasis was placed on the enhancement of inter-agency collaboration within the spirit of the "Delivering as one" initiative.

21. Presentations were made at 18 parallel sessions by non-governmental organizations, adolescent girls and United Nations agencies on the realities facing adolescent girls in 2011; on ensuring participation by girls in their families and communities; and on strengthening the discipline of communication for development through improved evidence-based documentation. Twenty-five recommendations were clustered into seven broad headings and reviewed by the core working group during an internal meeting.

22. The Twelfth Inter-Agency Round Table offered an opportunity to review progress in both the conceptual and theoretical domains. Significant advancement was noted as having been achieved over the past few years. It was noted that the discipline had evolved from theories that drive information dissemination and behaviour change approaches to principles and conceptual frameworks that guide more dialogue-oriented and participatory processes, facilitate community empowerment and social change and strengthen enabling media and communication environments in order to highlight diverse voices and opinions. It was also recognized that models for intervention had broadened, providing possibilities for further examination and understanding of the drivers of change at the community, societal and policy levels.

23. UNODC underlined the need to recognize drug use among women and girls as an issue in its own right and the need to develop communication for development strategies that comprehensively address drug use prevention, treatment and rehabilitation.

24. UN-Habitat shared examples that underlined the benefits of participation through its experience in building safer cities for girls. Although the agency does not have dedicated funding for communication for development, the methods and practices are ingrained in some of its work.

25. During the internal meeting of the working group, United Nations participants expressed concerns that communication for development continued to be reflected as an external communications responsibility in the United Nations system. The need to make the distinction between communication for development and external communications was re-emphasized, and United Nations agencies made a commitment to continue their work to ensure that the issue was given programmatic status and resources. Positioning communication for development at the country and regional levels and increasing the number of United Nations agencies collaborating on the issue were regarded as priorities.

26. The UNESCO-led round tables held in Ecuador, the Philippines and Uganda were cited as positive examples of collaboration. It was agreed that increased inter-agency collaboration at country level would strengthen communication for development positioning as a priority issue.

27. The uneven presence of communication for development capacity within the United Nations system, in particular at the country level, was acknowledged as a challenge. Capacity teams varied in strength and consistency across the system, as a result of budgetary allocations.

28. Agencies agreed to support UNICEF efforts to develop practical and easily adaptable tools and learning modules for communication for development programming and capacity strengthening based on the research, monitoring and evaluation framework resource pack.

29. Participants underlined that the United Nations Inter-Agency Round Table on Communication for Development remained an important forum for United Nations system organizations and for their interaction with civil society organizations. The mechanism was considered to be a crucial element in the progress of the collaborative work of United Nations organizations. It was suggested that a communication for development "webinar" should be tailored to each agency's needs and be designed to reach out to senior management and external participants in order to strengthen the visibility of the Round Table.

30. FAO confirmed that it would host the Thirteenth United Nations Inter-Agency Round Table on Communication for Development in 2013.

Recommendations

31. The recommendations are set out below.

1. Strengthen advocacy efforts

(a) Advocate for communication for development principles and approaches through all available United Nations agency and inter-agency mechanisms, in particular through United Nations resident coordinators;

(b) Develop a communication for development advocacy strategy for the United Nations system.

2. Enhance capacity-development efforts

(a) Leverage knowledge and experience on communication for development in collaboration with United Nations country teams, Governments and civil society (broad-based partnerships);

(b) Produce and continually add to a compendium of available communication for development learning opportunities and resources;

(c) Strengthen communication capacities to increase access to and the use of information and communication technologies, in particular by the most marginalized groups in society.

3. Strengthen research, monitoring and evaluation of communication for development

Expand upon the outline produced by UNICEF for an inter-agency resource pack on research, monitoring and evaluation in communication for development, mobilize resources and develop a toolkit, utilizing existing civil society and United Nations tools.

4. Knowledge management and information-sharing

Consolidate existing and new good practices and ensure wide dissemination to all stakeholders.

IV. Communication for development in the current United Nations context

32. The principles of communication for development in the United Nations context are pro-poor and people-centred. They significantly support the value of citizen participation, the voice of citizens and enabling environments, all of which are essential in democratic governance and which contribute to relevant actions related to the internationally agreed development goals, including the Millennium Development Goals.

33. United Nations system organizations, such as FAO, UNAIDS, UNDP, UNESCO and UNICEF, apply and promote the principles through one of the following: (a) behaviour and social change initiatives; (b) policy; (c) advocacy for enabling legislative environments; and (d) support for strengthening enabling media and communication environments. Efforts are being made to promote relevant policies and strategies that will satisfy country-level needs, harmonize diverse United Nations mandates and have a concrete and focused impact at the local level.

34. UNESCO interventions are carried out by promoting freedom of expression and information. Upstream actions in this regard include using such tools as media development indicators; supporting fair regulatory environments and standard-setting media development practices, such as gender sensitive indicators and the *Media and Information Literacy Curriculum for Teachers*;[2] ensuring the safety of journalists; and forming strategic alliances and partnerships. Within the context of the United Nations Development Framework, downstream actions focus on supporting dialogue among country-level actors and stakeholders; building media

[2] Available from http://unesdoc.unesco.org/images/0019/001929/192971e.pdf.

institutional and professional capacities; supporting professional networks; and strengthening collaboration with United Nations resident coordinators and United Nations country teams.

35. UNICEF ensures that communication for development cuts across all of its programme sectors.[3] It facilitates enabling environments that create spaces for a plurality of voices and community narratives; encourages listening, dialogue, debate and consultation; ensures active and meaningful participation of children and youth; and promotes gender equality and social inclusion. It applies communication for development practices to build the self-esteem and confidence of care providers and children by linking community perspectives and voices with subnational and national policy dialogue and by addressing the physical, cognitive, emotional, social and spiritual aspects of a child's well-being.

36. FAO is working to develop a corporate strategy to promote communication for development in agriculture and rural development policies and programmes. It has identified four main priorities to strategically position communication for development in that context, as follows: (a) including it in the vision, policy, and strategic framework of international rural development organizations and national institutions; (b) making it relevant and compelling to its audience; (c) establishing a multi-institutional alliance to promote and implement communication for development principles and practices within agricultural innovation systems at the country level; (d) facilitating national communication for development networks in order to connect theory, research and practice, and systematically improve programme standards.

37. Communication for development is used effectively across all of UNDP programming and is regarded as a critical driver in combating the political and social exclusion of poor people and in securing the participation essential to building a sense of common or national ownership of development plans and governance processes. It is promoted through all practice areas in line with the UNDP 2008-2013 strategic plan, which recognizes the establishment of information and communication channels as a key approach to promoting inclusive participation as an essential component of pro-poor development and to achieving the Millennium Development Goals.

38. ESCAP employs communication for development as a critical element of empowerment, in particular for those who suffer from unequal opportunities and are marginalized and vulnerable. Work is done in this regard for the benefit of poor people, women, the elderly, persons with disabilities, youth, migrants and people living with HIV. Partners have traditionally been Governments and, increasingly, civil society organizations and the private sector. Exhibitions and campaigns are important communication events that advocate for beneficial change.

39. The World Bank uses the term "operational communication" to describe a strategic and comprehensive approach that entails integrating communication elements in upstream project design to address issues from a risk perspective. The World Bank's results, accountability and openness agenda recognizes the growth of information and communication technologies and has also contributed to the evolution of communication for development as an integrated, comprehensive and strategic approach within the organization.

[3] Child protection, education, health, HIV and AIDS, nutrition, and water, sanitation and hygiene.

V. Communication for development strategies, frameworks and action within the United Nations system

United Nations Development Programme

40. The Articulating Territorial and Thematic Networks for Human Development initiative is a UNDP global programme currently implemented in about 20 countries that promotes a decentralized approach to local governance and development, local-level aid effectiveness and multilevel governance. It employs communication for development approaches and methodologies to ensure inclusive participation, improved coordination and better service delivery that meets the needs of local populations. Participatory working groups, at the core of its programmes, facilitate horizontal and vertical policy dialogues that empower local actors and allow communities to define their development priorities. Examples are illustrated in the paragraphs below.

41. In Colombia, 9,000 people took part in more than 60 subregional and thematic events to formulate a departmental development plan entitled "Adelante Nariño", and over 80 local and international organizations participated in the formulation of a development strategy for international cooperation.

42. The UNDP country office in Belarus used a communication for empowerment approach to improve local community access to information resources in the regions of the country affected by the Chernobyl accident, extending opportunities to engage with communities worldwide. Six information and communications technology (ICT) access centres in district libraries, rural houses of culture, and museums have been set up by the Development of International Chernobyl Research and Information Network project. They each contain five personal computers with free access to high-speed Internet.

43. Creative and inclusive story retelling, inter alia, were used as communication for development methods to address intercommunal conflict between Greek Cypriots and Turkish Cypriots by the UNDP Action for Cooperation and Trust programme in Cyprus. The UNDP project on multiperspectivity and intercultural dialogue in education, implemented in collaboration with the Association for Historical Dialogue and Research, deals with issues that include complex narratives on both sides and reflects an approach that demonstrates willingness to regard a situation from a different point of view. UNDP has also been engaged in an ongoing public awareness campaign to promote shared narratives, intercultural understanding and critical thinking through social media, video blogs, radio programmes and television public service announcements. The Cyprus experience has been fully documented and is now in the process of being introduced in Lebanon.

44. In Burundi, a United Nations Volunteers project worked with Burundian women to promote peace by reintroducing traditional knowledge and ancient proverbs that emphasize Burundi's common heritage as a way to heal divides between the Hutu and Tutsi minorities. The programme engaged the elderly in documenting ancient proverbs and metaphors and then retelling them to young people, who were encouraged to reflect on, internalize and discuss the stories from their own points of view.

United Nations Educational, Scientific and Cultural Organization

45. UNESCO, inter alia, promotes community media as an effective means of participatory communication and as a building block for the attainment of the universal rights to freedom of expression and access to information. Its international programme for the development of communication supported 52 community radio stations worldwide (2010-2011). In addition, it drew experience from community media experts in the preparation of the publication *Community Media: Good Practices Handbook*, which is available online and provides an overview of the issues surrounding the sustainability and efficiency of the sector. UNESCO also provided technical advice for community radio forums and stations in countries such as Liberia, Nepal, Solomon Islands, and Somalia. Overall technical support to improve legal and regulatory frameworks are ongoing in Bangladesh, Bhutan, Cameroon, the Central African Republic, Ecuador, Ethiopia, Gabon, Jordan, India, Iraq, Kyrgyzstan, Maldives, Mexico, Mongolia, Nepal, Panama, Sao Tome and Principe, Sri Lanka, the United Republic of Tanzania and Uzbekistan.

46. Community radio is increasingly recognized as the most accessible, participatory and affordable medium available to marginalized and low-income populations. Limitations in electronic media policies, and legislative and regulatory frameworks inhibit safe, fair, free, independent and pluralistic practices. UNESCO has therefore placed a priority in 2012-2013 on improving policy, and legislative and regulatory frameworks.

47. At its thirty-sixth session, held in 2011, the General Conference of UNESCO proclaimed 13 February World Radio Day, which recognizes radio as the most accessible medium for remotely located, vulnerable and marginalized communities and as the mass media reaching the widest audience in the world.

48. Fifteen member States of UNESCO have reported to the Intergovernmental Council of the International Programme for the Development of Communication on the extent of the judicial follow-up conducted in relation to journalists killed during the course of their professional work. A United Nations joint plan of action on the safety of journalists and the issue of impunity is mobilizing action to monitor the growing numbers of assassinated or tortured journalists worldwide.

49. In following up the World Summit on the Information Society, UNESCO hosted the 6th and 7th facilitation meetings of the action line on media, on the themes "Media regulation framework: broadcasters and social media" and "Freedom of expression on Internet and social media", respectively. A high-level debate on the theme "Right to communication: new social media and social transformations" was also held at the World Summit on the Information Society Forum 2011.

50. UNESCO held a session on the role of social networks for democracy and social participation during the 6th Internet Governance Forum held in Nairobi in 2011, on the theme "Internet as catalyst for change: access, development, freedoms and innovation". Much debate was triggered among panellists, who shared observations in the light of the Arab Spring, indicating how widely social networks are being used to publicly address subjects of a political or critical nature or that are considered to be taboo, outside the norms and practice of conventional media. There was agreement to protect freedom of expression, democratic participation through social networks and other human rights issues within a comprehensive legal and regulatory framework of Internet governance. UNESCO also participated in the

organization of the 2011 Internet Governance Forum session on security, openness and privacy.

51. Many countries have yet to enact freedom of information laws that allow citizens to seek information from public institutions. A number of countries that have enacted laws relating to the right to information have yet to see them implemented or enforced. The extent to which the potential benefits of freedom of information laws are fully realized depends on the availability of resources; effective procedures; the culture of information-sharing among public civil servants and the levels of awareness and demand among the general public for Government-held information. UNESCO has continued to provide support for sensitization and technical assistance to regional initiatives such as the first Pan African Conference on Access to Information, held in Cape Town, South Africa, in 2011. Standard-setting examples can be drawn from regional and international research initiatives, including one in Africa that focuses on the issue of freedom of information in a gender-inclusive manner in order to advance women's rights and empowerment and to promote the enactment of laws advocating women's rights.

52. The emphasis by UNESCO to strengthen communication and media capacities in developing and least developed countries responds to post-disaster situations and to sustainable development. Examples are provided below.

53. In response to the 2010 flood in Pakistan, the UNESCO office in Islamabad set up mobile community radio stations to facilitate the reunification of internally displaced communities in 12 severely affected districts. Selected community members were trained in basic journalism and programming skills. A radio drama series was produced to aid post-traumatic stress, provide health-related knowledge and raise awareness about the special needs of women during the disaster recovery period.

54. Following the 2010 earthquake in Haiti, UNESCO responded to the communication needs of 50,000 internally displaced people by setting up a multimedia mobile unit at the Petionville golf course in Port-au-Prince, in order to help to reunite families and assist affected populations in adapting to a new life and society.

55. The recovery process in Haiti has been supported by a series of professional and institutional capacity-building initiatives undertaken in collaboration with a Haitian women's media association, the Association of Haitian Journalists, the National Association of Haitian Media, Haiti National Television and Haitian National Radio. In addition, the establishment of *Radio Vedek* in Cap Rouge has been a source of inspiration for Haiti's network of community radios and its 35 members. The network has trained 25 young people to run the radio station and meet the information needs of 18,000 Cap Rouge residents.

56. Twenty journalism schools in sub-Saharan Africa have been making progress in their efforts to reach a standard of excellence in providing journalism education and improving the quality of journalism in the region. The institutions have been provided with computers, textbooks and pedagogical methodologies to establish professional training of journalism trainers. The UNESCO journalism education curriculum, which has been adopted by more than 60 universities in 50 countries around the world, is also being used in the 20 schools.

57. Climate change reporting is an emerging priority for journalism educators at universities in Africa, Asia and Latin America. UNESCO has arranged workshops in

that area and has also sponsored the participation of African journalists at the sixteenth Conference of the Parties to the United Nations Framework Convention on Climate Change, held in Cancun, Mexico, in 2010. The reports filed by the sponsored journalists were distributed to 700 media outlets across the African continent.

58. UNESCO has supported and facilitated the creation of professional journalists and broadcaster networks on sustainable development issues through its offices serving Jordan, Kazakhstan, Lebanon, Lesotho, Mali and Morocco, and through its partners, including the Asia Pacific Institute for Broadcasting, Asia-Pacific Broadcasting Union, the Southern African Broadcasting Association, Farm Radio International and the French National Commission for UNESCO.

59. Member States and relevant stakeholders are benefiting from multiple language versions, including the six official languages of the United Nations, Nepali and Portuguese, of the media development indicators, which guide policy decisions based on national-level media development assessments and have been instrumental in promoting the integration of communication for development in national development plans, including within the context of United Nations Development Assistance Frameworks for Bangladesh, Ecuador, India, Kazakhstan, Mauritania, Mexico, Mozambique, Nepal, Pakistan, the Philippines, Rwanda, the United Republic of Tanzania, Uganda and Uruguay.

60. The application of the media development indicators has been completed in Egypt, Jordan, Mauritania and Timor-Leste, while it is ongoing in Bolivia (Plurinational State of), Brazil, Côte d'Ivoire, Liberia, Mali, Nepal, Togo, Tunisia, Uganda, Uruguay and Venezuela (Bolivarian Republic of). The assessments have made it possible to identify media development gaps at the national level, provide evidence-based recommendations on how to address them and guide the formulation of media-related policies. They have been particularly helpful in the elaboration of a road map for the development of a free, independent and pluralistic media in countries of the Arab region, such as Egypt, Jordan and Tunisia, following the Arab Spring.[4]

61. An online guidebook on applying the media development indicators has been prepared to assist researchers in carrying out assessments. A new set of survey instruments for collecting standardized media statistics at the national level is being developed and piloted by the Institute of Statistics of UNESCO. A global media survey is expected to be launched in 2013.

62. Media and information literacy is seen by UNESCO as an essential empowerment competency that enables communication for development. A model curriculum for teachers on the subject has been launched and an international university network on media and information literacy and intercultural dialogue has been set up in collaboration with the United Nations Alliance of Civilizations to support member States in integrating media and information literacy in a formal teacher education curriculum. Over 250 educators from 35 countries and 80 teacher training institutions have enhanced their skills at national and regional workshops where action plans and strategies for the adaptation of the curriculum have also been formulated.

[4] Available from http://www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/CI/CI/pdf/IPDC/guidelines_mdi_final.pdf.

63. The Network of UNESCO Chairs in Communications (ORBICOM), launched a global initiative carried out by the University of Massachusetts at Amherst and its partners[5] to instil and enhance greater understanding about communication for development. A number of international conferences, including an international conference held in Bangkok in 2010, on the theme "Future imperatives of communication and information for development and social change", identified the following priorities: development of a web-based clearing house on communication and information for development and social change; development of an integrated framework of indicators for the assessment of communication for development and social change impacts; and preparation of a position paper outlining a framework for communication for sustainable social change, which would incorporate an overview of theoretical perspectives on the field and provide a comparative assessment of case studies.

United Nations Fund for Children

64. In the West African and Central Africa regions, the bulk of communication for development activities have centred on the promotion of four to six key household high-impact life-saving practices[6] and strong emphasis on supporting immunization drives for polio and measles vaccinations.

65. In South Asia, India and Bangladesh now follow an integrated districts approach that allows for greater community-based participation and coordination across programme sectors. A recent evaluation of the approach, introduced in 2004 across 14 states in India, showed encouraging results in better health, nutritional and educational outcomes for children, including increases in child vaccinations and in knowledge about HIV transmission. In Pakistan, UNICEF supported nationwide consultations with journalists and media owners to improve reporting on issues affecting children and women. Key outcomes included the creation of a code of conduct for reporting on children and the establishment of a nationwide network of journalists dedicated to raising awareness on child protection issues.

66. In the East Asia and Pacific region, Indonesia is one of the countries that piloted a Short Message Service-based mobile phone application, based on the UNICEF publication, *Facts for Life*,[7] which aims to provide families and communities with the information they need to save and improve the lives of their children and to strengthen the capacity of midwives in counselling families on childcare. In Cambodia, a multi-year communication effort, using interpersonal communication, mass media, social mobilization and point-of-service promotion, contributed to an increase of women appearing for their first antenatal visit, from 28.3 per cent in 2005 to 89.1 per cent in 2010. The media component was national in scope, while interpersonal communication, social mobilization and outdoor promotion focused on the seven provinces practising "good behaviour change communication" strategies.

[5] World Catholic Association for Communication (SIGNIS), the Arab Media Centre of the University of Westminster and the Cairo Communication Research Centre, among others.

[6] For example, oral rehydration therapy, use of mosquito nets and washing hands with soap.

[7] Available from http://www.factsforlifeglobal.org/00/purpose.html.

67. In the Middle East and North Africa region, Algeria trained female religious counsellors (*Mourchidat*) to broadcast health-related messages focusing on women and children.

68. In Romania, health-care providers and Government counterparts and mass media professionals were trained on, and sensitized to, specific issues related to, for example, breastfeeding, iodized salt consumption and HIV/AIDS.

Economic and Social Commission for Asia and the Pacific

69. ESCAP advocacy efforts to engender greater participation, remove barriers and enhance the accessibility of persons with disabilities to information are carried out through Government and civil society organizations. ESCAP promotes accessible information and communication technologies, resource materials and training, including on its website, to allow persons with disabilities equal access to the benefits of information. The organization has also introduced measures to ensure that the documentation of meetings is available in Braille and that sign language services are provided at meetings.

70. ESCAP is planning to launch a Decade of Persons with Disabilities for the period 2013-2022. The aim is to fully mainstream disability into development issues and to address the continuing challenges faced in realizing the rights enshrined in the Convention on the Rights of Persons with Disabilities. Many challenges remain, including discrimination, unequal opportunities and a lack of resources; however, lessons learned show that continued advocacy, capacity-building with the full engagement of persons with disabilities and changes in legislation can engender positive change.

71. As part of that process, ESCAP will be convening in Incheon, Republic of Korea, in October 2012, a high-level intergovernmental meeting on the final review of the Asian and Pacific Decade of Disabled Persons 2003-2012. The meeting is expected to adopt an outcome document, which will serve as the regional action framework to guide the implementation of activities in the new decade. Within the disability context, communication for development is expected to play an important role in the implementation of the regional action framework.

72. Trainings of trainers and a peer educator system have focused on effective communication to impart knowledge, develop skills and better equip young people to adopt positive health behaviour. Training materials have been translated into local languages to facilitate the aforementioned processes.

73. Youth leader organizations and civil society organizations have been actively involved in consultations on youth policy development. They have also played a role in capacity-building in the context of developing leadership among young people and promoting their participation at meetings and other events in order to advocate for more effective national and regional responses. Partner organizations in the endeavour include ILO, UNESCO, UNFPA and UNICEF.

74. FAO is assisting member countries and field programmes in the design and implementation of communication for development strategies and services in support of sustainable natural resource management, climate change adaptation in agriculture and disaster risk reduction in Africa, Latin America and Asia and in the Caribbean region. The communication for development approach to climate change

adaptation and disaster risk reduction makes use of participatory communication processes and media to share information and knowledge among relevant stakeholders in a particular agro-ecological context. This, in turn, enhances the resilience of those affected by the challenges and offers livelihood options for coping with climate change, natural disasters and emergencies.

75. FAO promotes the development of local capacity in communication for development through in-service training at national institutions and web-based communities of practice. Communication for development platforms in Latin America and Asia and the Caribbean region facilitate the sharing of good practices and allow horizontal collaboration among peers. Onda Rural (www.ondarural.net) is an example of a regional platform promoting the role of communication for development and the use of radio for rural development in Latin America. It is a joint effort of the Association for Radio Education, the World Association of Community Radio Broadcasters and FAO.

76. In collaboration with the College of Development Communication of the University of Los Baños in the Philippines, FAO has recently launched a capacity development initiative on collaborative change communication (www.cccomdev.org), which comprises an online platform of resources and a field-oriented learning tool containing a series of training modules on planning for and implementing communication for development interventions in rural development.

77. FAO provides support to member countries in all aspects of setting up and managing rural radio initiatives. The rural radio methodology is an integral part of the communication for development approach and empowers rural stakeholders to participate actively in rural development projects. In areas that do not have ready access to other communication technologies, radio is being used as an interface that facilitates access to agricultural productivity and food security information by rural broadcasters for adaptation in local contexts.

78. Audiovisual pedagogy and participatory video methodologies have been extensively appropriated by farmers and indigenous peoples' organizations in rural areas of Latin America and Africa. Both entail the production and use of video as part of a set of multimedia tools to address agricultural techniques and practices. Through the tools, farmers document experiences from their own perspectives, analyse issues, identify solutions and make their voices heard by decision makers. This creates a greater sense of responsibility and self-confidence and triggers development from within.

79. The Communication for Sustainable Development Initiative[8] is a global programme designed to meet the challenges of climate change and to promote sustainable natural resources management in agriculture. It systematizes and promotes communication for development methods and tools; supports knowledge platforms and learning activities at the global and field levels and delivers technical support to national communication strategies and implementation in Bolivia (Plurinational State of), the Democratic Republic of the Congo and the Caribbean region.

80. In the Plurinational State of Bolivia, a national communication programme has been institutionalized in the context of the country's agricultural innovation policy. Field staff have been trained in communication for development and a national

[8] Available from http://www.csdinitiative.org/.

communication system has been established. Local communication plans have been implemented in four pilot sites, addressing agricultural topics prioritized by local communities.

81. In the Democratic Republic of the Congo, participatory communication appraisals and rural radio broadcasting activities have been implemented to strengthen the capacity of national research and extension services to reach rural communities.

82. In Jamaica, intensive training in communication for development has been provided to development workers at the national level, while at the field level, direct support has been given to extension programmes for the production and use of multimedia materials.

83. The communication component of the FAO programme for West Africa, Food Security through Commercialization of Agriculture, aims to ensure improved information and communication flow between all stakeholders, including for research, extension programmes, education, producers and consumers. At the regional level, the communication for development component is designed to promote links between the various country projects by supporting knowledge and information-sharing on new practices, technologies and lessons learned through web-based information platforms, mass media, participatory videos and face-to-face meetings.

84. An important step in the implementation of the communication component has been to conduct needs assessments, which provide useful information for the design of local communication strategies. Given the wide and diverse array of media available in local contexts it is crucial to identify which tool is appropriate for reaching the intended beneficiaries, taking into account gender differences, listening habits, cultural background and geographic location. In this respect, the communication for development component also hinges on more traditional forms of communication, such as village gatherings and town criers to facilitate farmers' engagement and enable them to properly articulate their needs and perceptions.

85. Since 2010, FAO has been supporting the Government of Bangladesh with a technical cooperation project on enhancing rural communication services for agricultural development through community rural radio. The project has established integrated rural communication services and the first community radio of the country for agricultural development, *Krishi Radio*, which is run by local practitioners in the rural province of Amtoli, Barguna district. With the slogan "My radio, my voice", it broadcasts a wide range of programmes daily, from 7 a.m. to 9 p.m., including on agriculture, fisheries, health and social awareness, as well as local songs and folk stories.

International Telecommunication Union

86. The "Girls in ICT" portal of ITU is designed to help girls and young women to prepare for and pursue a technology career, providing links to over 400 programmes, including scholarships, training and internship opportunities, ICT contests and awards, technology camps and online networks. The programmes are run by non-governmental organizations, universities, the private sector and other stakeholders. The portal also features the profiles of women role models,

inspirational videos and a report entitled "A bright future in ICTs: opportunities for a new generation of women", prepared by ITU.[9]

87. The ITU online training programme for indigenous peoples in Latin America consists of three training courses on planning, development, and implementation and follow-up of projects. The training courses were designed in collaboration with the Fund for the Development of Indigenous Peoples of Latin America and the Caribbean (Fondo Indigena) to recognize the role of ICT in economic development and poverty reduction and in line with resolutions of the ITU World Telecommunication Development Conference held in Hyderabad, India, in 2010, and the ITU Plenipotentiary Conference held in Guadalajara, Mexico, in 2010 and with resolution 56/4 of the Commission on the Status of Women entitled "Indigenous women: key actors in poverty and hunger eradication".

World Bank

88. Major World Bank projects and programmes now have integrated strategic communication components to address major challenges. Components include communication support to transparency and accountability initiatives to improve governance; actions to engage and promote effective participation of civil society in different forms, including in oversight functions to ensure better service delivery through social accountability systems; efforts to empower people as part of community-driven development activities; consultation and communication to ensure effective implementation of the World Bank's safeguards and policies, including in relation to social and environmental issues.

VI. Communication for development projects at the country level, by theme

Capacity-building for women

89. ESCAP supports the empowerment of women to communicate and articulate their views in social, economic and political domains through national machineries for women, which focus on gender mainstreaming advocacy across all policy arenas of Government. Capacity-building workshops held in South-East and South-West Asia have recommended the need for improved capacity, in particular for advocacy and generating commitment for gender equality and the advancement of women, including at the highest political levels. The recommendations will be addressed at civil society and national machinery forums, in preparation for the 2014 Asia-Pacific High-level Intergovernmental Meeting to Review Regional Implementation of the Beijing Platform for Action and its Regional and Global Outcomes.

90. UNESCO and the International Federation of Journalists have produced gender-sensitive media indicators to address challenges affecting media performance and responsiveness in respect of gender sensitivity, including the role of women in the media, media policy requirements, capacity-building for professionals and the role of organizations, academic institutions, Governments and civil society in promoting gender sensitivity. The indicators are being piloted by 20 media

[9] Available from www.girlsinict.org.

organizations during 2012-2013 to increase, inter alia, gender perspectives in media content, gender balance in media professional development, training and women's participation in management. Systematic monitoring will enable progress to be measured and existing gaps to be narrowed.

91. The *Global Report on the Status of Women in the News Media*, produced by UNESCO in partnership with the International Women's Media Foundation, provides advice and information for self-regulatory bodies and Member States that have started to formulate gender-related media policies.

92. The 2012 online training programme of ITU for indigenous peoples in Latin America has achieved up to 48 per cent female participation, bordering on complete gender balance. In previous years, when a gender-blind approach was taken, the number of women participants had not exceeded 20 per cent.

HIV and AIDS

93. The UNESCO Global Network of Young TV Producers on HIV and AIDS has increased regional programme exchange possibilities and delivered professional skills enhancement to television producers in South Asia, and Central and Southern Africa. Skills upgrading workshops have been hosted in Botswana, Chad, China, the Congo, the Democratic Republic of Congo, Gabon, Ethiopia, Equatorial Guinea, India, Kazakhstan, Kyrgyzstan, Mongolia, Nepal, Myanmar, Sri Lanka, Swaziland, Uzbekistan and Zambia.

94. ESCAP and its partners, including UNAIDS, UNDP, UNODC and UNFPA and civil society organizations, have promoted universal access to HIV prevention, treatment, care and support through various meetings, trainings and capacity-building initiatives. Diverse modes of communication are being used to advocate beneficial change. Its resolution 66/10 on a regional call for action to achieve universal access to HIV prevention, treatment, care and support in Asia and the Pacific was reproduced in a comic book format in order to make it more accessible to sex workers. Many training sessions have been conducted to enhance life skills among youth for improved protection against the risk of drugs and HIV.

Campaigns

95. Women Make the News, the annual online campaign of UNESCO, promoted gender mainstreaming in the media and media and information literacy during International Women's Day, on 8 March. In 2011, UNESCO reached out to sensitize over 100 non-governmental organizations and 200 media organizations about media and information literacy and ways to improve understanding about gender perspectives.

96. In Montenegro, UNICEF has developed a nationwide multi-stakeholder campaign, "It's About Ability", to raise awareness about disability issues, including the mainstreaming of children with disabilities in schools and community life. A survey on knowledge, attitudes and practice carried out during the campaign period in 2011 revealed a 23 per cent increase in the number of people who said they had positively changed their behaviour towards children with disabilities.

97. The ESCAP "Bridge of Voices" campaign aims to promote better understanding between Thais and migrant workers and puts forward a more positive image of migrants that is in line with their contributions to the Thai economy and society. Although the campaign primarily involves Thai youth, it recognizes a need to also influence authorities and other groups in Thai society about the contribution migrants make to the host country. Support from Governments and social partners may strengthen technical capacity and impact.

98. ITU and the telecentre.org Foundation launched a campaign entitled "Telecentre Women: Digital Literacy" in 2011, which aimed to include at least 1 million disadvantaged women in developing countries in the global digital revolution. The campaign leverages the combined reach of the Foundation's global network of 100,000 telecentres worldwide and the 193 member States and 700 sector members of ITU to deliver training in ICT use. It reinforces ITU global efforts to promote the digital inclusion of women and the attainment of Goal 3 of the Millennium Development Goals, on gender equality. Since launching the campaign, 250,000 grass-roots women have been trained in functional digital literacy, with the support and contributions of over 100 partner organizations from 88 countries. The newly created Telecentre Women Fund, which underwrites the cost of training, has received support from Microsoft and Intel and is seeking additional financial donations to enable the campaign to reach its goal.[10] ITU is also funding a contest that will award telecentre equipment to the members of the Foundation's global telecentre network that train the most number of women. Digital literacy training materials are supplied in the training materials, applications and tools section of the ITU "Connect a school, connect a community" online platform.[11]

99. On 26 April 2012, ITU marked the second international celebration of Girls in ICT Day, which is celebrated every year on the fourth Thursday in April. It was established in 2010 by the Plenipotentiary Conference of the International Telecommunication Union in its resolution 70. At least 120 Girls in ICT Day events have been held in more than 80 countries worldwide. ITU estimates that some 10,000 girls and young women around the world have benefited from the campaign's efforts to raise awareness among communities, teachers and career advisers about job prospects in the ICT sector. Events were held in developing countries, including Armenia, Brazil, Honduras, Jordan, Kyrgyzstan, Liberia, Malaysia, Nigeria, Oman, Peru, Senegal, Suriname, and Trinidad and Tobago. Events were organized by ministries of communication, national ICT regulatory authorities, universities, private sector companies and a number of committed individuals and non-governmental organizations.

VII. Conclusions and recommendations

100. Member States seeking to develop communication for development policies can receive technical support from any of the United Nations system organizations involved in the Round Table mechanism, understanding that, while there is no single, binding approach that defines communication for development in the United Nations system, the principles of participation and dialogic communication are common threads.

[10] See http://women.telecentre.org/.

[11] Available from http://www.connectaschool.org/itu-training/3/149/Training-Materials/.

101. Each United Nations system organization practices communication for development according to its mandate and to the advantage it best seeks to observe. Common to all such organizations is the principle that communication for development is pro-poor, people-centred and process-oriented. It is not a public relations or marketing tool. General Assembly resolutions 50/130 and 51/172 and the Rome Consensus are relevant references.

102. As a whole, the United Nations system has gained sound experience in communication for development and effectively used reliable technical resources in respect of the following approaches: behaviour change, communication for social change, communication for advocacy, and strengthening enabling media and communication environments. However, all four approaches have not yet been practised by any single United Nations system organization.

103. There is either limited or no public funding available for media and communication capacity-strengthening in developing countries and the least developed countries. The implications of this situation on overall national development can be understood clearly through analysis of relevant completed assessments. Diagnostic tools provided by the United Nations system are available for further adaptation by Member States, and their application can inform decision-making on resource allocation for communication for development programmes and ensure that sustainable communication is made central to development interventions.

104. The broadcasting sector, supported by the twenty-first century's more efficient technologies, is increasingly accessible through digital and mobile forms, and the Internet. It is essential to meet the needs and interests of the public and marginalized communities. Strengthening inclusive broadcast programming and facilitating policy, legislative and regulatory frameworks are preliminary steps for achieving progress in this regard in developing countries and the least developed countries.

105. The dearth of research about broadcasting within sub-Saharan Africa, for example, in relation to adolescents, indicates that this communication form is not considered in sufficient measure as an effective resource for national development. Member States will benefit from consulting with multiple stakeholders, including audiences, and methodically assessing broadcaster capacities in order to strengthen and reposition their relevance as partners in sustainable development. The use of community radio in particular merits attention.

106. The United Nations Inter-Agency Round Table mechanism may be replicated at the country level to encourage further progress in communication for development practices by United Nations country teams, Member States, academia and civil society, which are important stakeholders in positioning the concept as a norm in national development planning mechanisms. While the existing mechanism is dedicated, it is also voluntary, and its impact is limited by the absence of a strong and equally committed field network.